Indian and Metis Curriculum
Advisory Committee

Developments in Indian and Metis Curriculum

Summary

Annual Report
1981-82

86-01698/

TABLE OF CONTENTS

Indian and Metis Curriculum Advisory Committee 2

Indian and Metis Curriculum Development Team 2

Principles and Guidelines for Indian and Metis Curriculum Development 2

Social Studies Development 3

Language Arts Development 4

Health-Lifestyles Development 5

Aesthetic Education Development 6

Northern Materials Development 7

Indian Languages Development 7

Native Studies Development 8

Development Projects 9

Workplans for 1985-1986 11

Committee Members 1984-1985 12

To the reader:

This report is a summary of the Indian and Metis Curriculum Advisory Committee's annual report to the Minister of Education. It provides a description of curriculum and materials development completed in 1984-1985 as well as plans for future development.

If you wish to obtain a copy of the full report, please write to: Community Education Branch, Saskatchewan Education, 2220 College Avenue, Regina, Saskatchewan, S4P 3V7.

Sincerely,

Earl N Cook

Earl Cook
Chairperson
Indian and Metis Curriculum
Advisory Committee

THE INDIAN AND METIS CURRICULUM ADVISORY COMMITTEE

In March, 1984 the Native Curriculum Review Committee presented *A Five Year Action Plan for Native Curriculum Development* to the Minister of Education, the Honourable Patricia A. Smith.

One of the recommendations of the action plan called for the establishment of an on-going committee to advise the Minister on Indian and Metis curriculum development.

In September, 1985 the Minister established the Indian and Metis Curriculum Advisory Committee.

THE INDIAN AND METIS CURRICULUM DEVELOPMENT TEAM

In response to the *Five Year Action Plan for Native Curriculum Development*, the Minister of Education also established a team of curriculum developers within Saskatchewan Education. The team's mandate is to integrate Indian and Metis materials and concepts into the core curriculum, to develop supplemental materials and to develop Native Studies and Indian languages courses as recommended in the action plan.

The Indian and Metis Curriculum Development Team works closely with those involved in on-going curriculum development activities within Saskatchewan Education and is guided by the Indian and Metis Curriculum Advisory Committee.

PRINCIPLES AND GUIDELINES FOR INDIAN AND METIS CURRICULUM DEVELOPMENT

Improvements to the education of Indian and Metis students are dependent upon changes in the processes of development (needs assessment, design, implementation and maintenance), the instructional approaches taken and presentation and representation in curricula and materials. The following principles and guidelines outline the direction these changes should take to benefit all Saskatchewan students:

INVOLVEMENT OF INDIAN AND METIS PEOPLE

Indian and Metis people will be involved in educational planning and curriculum development.

SUITABILITY OF INSTRUCTIONAL APPROACHES

The dignity of students, both individually and collectively, will be respected by using instructional approaches which are sensitive to Indian and Metis cultural values.

ADEQUACY OF CURRICULUM

Indian, Metis and Inuit peoples will be represented in core curriculum and elective courses at all grade levels. They will be presented fairly and accurately in all curricula and materials approved and developed by Saskatchewan Education. Courses and programs will be developed to meet specific needs and interests of Indian and Metis students.

SOCIAL STUDIES DEVELOPMENT

Social Studies/Social Sciences ECE — 12

	All Grades	K to Grade 3	Grades 4 to 6	Grades 7 to 9	Grades 10 to 12
			1885 Materials. See Native Curriculum Initiatives		
Phase I	Develop philosophy and goals for Native Studies Membership on K-12 Steering Committee Representation on division level working committees ■	See Native Curriculum Materials Development Projects Photo History I 1885 Materials IV ●	*Needs assessment for inclusion of Native Content ●	Year 2 core curriculum Develop in association with Development Division including specific units of study ●	Needs assessment of core curriculum and for specific Native Studies courses See also: Native Curriculum/Materials Development Projects Native Studies 10, 20, 30 ●
Phase II		*Early Childhood Education Materials Needs Assessment ▲	*Years 1 & 2 Develop Native Content units and support materials Year 3 Involvement in development of core curricula and support materials ▲	Year 2 core curriculum Field test, pilot, implement and plan inservice Year 1 & 3 core curriculum Develop in association with Development Division including support materials ●	
Phase III		*ECE Materials Develop, field test, pilot ▲	*Years 1 & 2 and Year 3 core curriculum Field test, pilot, plan inservice and implement ▲	Year 1 & 3 core curriculum Field test, pilot, plan inservice and implement ●	*Develop units for inclusion in Social Studies 10, 20, 30, 30H, Law 30, Family Life 30 *Identify and or develop support materials ▲
Phase IV		*ECE Materials Implement and plan inservice *Division I Needs Assessment for Native Content Develop units Identify and prepare support Materials ▲			*Field test, pilot and plan inservice for Division IV units ▲
Phase V		*Field test, pilot, implement and plan inservice on Division I units and support materials ▲			Implement ▲

■ Completed ● In Progress ▲ Planned

The Indian and Metis Curriculum Advisory Committee has ensured Indian and Metis input and involvement in developments presently occurring in Social Studies. Indian and Metis content and perspective will be incorporated into Social Studies core curriculum and support materials.

Saskatchewan Education's grade 7 to 9 Social Studies course is being redirected. New curriculum guides are being developed using a conceptual and multi-disciplinary approach. A student activity handbook, a teaching strategies guide, an annotated bibliography and a textbook will serve as support materials.

A member of the Indian and Metis Curriculum Development Team has served on the Social Studies project team. This person receives direction from the Indian and Metis Curriculum Advisory Committee.

A member of the Indian and Metis Curriculum Advisory Committee has been appointed to the Social Studies Curriculum Advisory Committee.

A Social Studies Sub-committee has also been established. In addition to setting direction for Indian and Metis content in Social Studies, this sub-committee is responsible for evaluating curricula documents according to the Principles and Guidelines for Indian and Metis Curriculum Development established by the Indian and Metis Curriculum Advisory Committee. These curricula documents are analyzed to ensure Indian and Metis content is accurate, balanced, unbiased, consistent, presented fairly and in an accurate context and from an appropriate perspective. Excellence is strived for in all areas of development.

In the next year, the Indian and Metis Curriculum Advisory Committee will continue to direct the development of Indian and Metis content in the area of Social Studies.

LANGUAGE ARTS DEVELOPMENT

English Language Arts All Grades

	Ongoing Activities	Special Activities	K to Grade 3	Grades 4 to 6	Grades 7 to 9	Grades 10 to 12
Phase I	Membership on K-12 Reference Committee Membership on division level working committees ■	Major assessment of Language Arts Programs ● *Research into various Language Arts approaches — CEL, ESL, PEP, REAP, Whole Language, Language Experience, Basal Readers ■		See Native Curriculum Materials Develop Projects — Native Writers Workshop Materials ■		*Division IV English identify support materials ie. recommended books ●
Phase II		Major assessment of Language Arts Programs Continued → *Needs assessment for schools with high Native population ● *Investigate possible Native Reading Series *Organize handbook for teachers on strategies for teaching Language Arts to Native students ▲		*Create and/or identify low vocabulary/high interest materials for older students (ages 12-17) Field test and pilot ▲	→	→
Phase III		*Teacher inservice on methodologies in the Language Arts for Native students ▲	*Develop Native-oriented materials to support the Division I Language Arts Program ●	*Implementation and inservice for low vocabulary/high interest reading materials ▲	*In association with a small number of selected schools, conduct research to determine appropriate methodologies and content for students during their adolescent identity crisis *Create instructional units and materials to meet these identified needs ▲	
Phase IV					*Field test and pilot the material, units and approaches *Implement and plan inservice for Middle Years teachers ▲	

■ Completed ● In Progress ▲ Planned

A major concern of the Indian and Metis Curriculum Advisory Committee is to influence and participate in the direction of English-Language Arts development so key issues impacting on Indian and Metis students can be highlighted.

Saskatchewan Education is conducting an English-Language Arts assessment project. A reference committee will review the information gathered in the first research phase and determine the direction the assessment will take. A member of the Indian and Metis Curriculum Development Team is on the reference committee.

As well, the Indian and Metis Curriculum Advisory Committee established an English-Language Arts sub-committee. This sub-committee made recommendations to the assessment project via the Indian and Metis curriculum developer. This curriculum developer is also a member of the English-Language Arts project team.

Recommendations arose from discussion papers on English-Language Arts programs and their anticipated impact on Indian and Metis students. Recommendations state:

- the perspective of English-Language Arts instruction should be broadened by educational institutions;
- English-Language Arts curriculum should emphasize the social and cultural dynamics of the English language;
- research should be directed at analyzing the nature of student performance according to data already available; and,
- language issues pertaining to Indian and Metis students should be considered. Patterns of Indian languages, the appropriate use of non-standard English, instruction for students whose first language is an Indian language, the correct balance between instruction in English and an Indian language and the appropriate training for teachers of English as a second language will be identified as issues for consideration.

The focus of work of the sub-committee will expand as English-Language Arts development progresses.

HEALTH-LIFESTYLES DEVELOPMENT

Health/Lifestyles All Grades

	Ongoing Activities	Special Activities	K to Grade 3	Grades 4 to 6	Grades 7 to 9	Grades 10 to 12
Phase I	Membership on K-12 Steering Committee Membership on division level working committees ■				Health Action Participate in discussion on Health Guide *Research and develop units for Health Action *Field test ●	
Phase II		*Needs assessment — locate locally produced materials ●	*Research and develop health programs and materials for Division I ▲		*Pilot Health Action and Native related units *Implement and plan inservice ●	
Phase III			*Field test and pilot programs and materials *Implement and plan inservice ▲	*Research and develop health programs and materials for Division II ▲	*Monitor program implementation ●	
Phase IV			*Continue inservice and monitor program implementation ▲	*Field test and pilot programs and materials *Implement and plan inservice ▲		*Identify Native related issues for Division IV Health Programs *Develop units *Field test and pilot units ▲
Phase V				*Continue inservice and monitor program implementation ▲		*Implement Native related issues units with teacher inservice ▲

■ Completed ● In Progress ▲ Planned

Health-Lifestyles education has been targetted as critical in Indian and Metis education. The Indian and Metis Curriculum Advisory Committee recognizes issues such as identity and self-concept are part of this curriculum and, therefore, need to be developed with sensitivity.

Saskatchewan Education began development of Health-Lifestyles education for grades 7 to 9. A "Health Action" model is being used in this development. This model is based on three goals: the formation of an information base, the use of a decision-making process and skill practise. Implementation at pilot sites will begin in the fall, 1985.

The Indian and Metis Curriculum Advisory Committee appointed a representative to serve on the Health-Lifestyles project team. A representative from the Indian and Metis Curriculum Development Team serves as a liaison contact. Both representatives share responsibility for communicating concerns and directions for development between the Indian and Metis Curriculum Advisory Committee and the Health-Lifestyles project team.

Involvement of the Indian and Metis Curriculum Advisory Committee has been reflected in the philosophical ideas assumed in the "Health Action" model. It was noted that development of a positive self-concept must precede and continue throughout if the model is to be effective. Evaluation of and contributions to the curriculum guide, student activity handbook and annotated bibliography were made. Sources of Indian and Metis health representatives for local liaison committees were also suggested.

Future development in Health-Lifestyles will occur with Indian and Metis involvement and participation.

AESTHETIC EDUCATION DEVELOPMENT

Aesthetic Education (Art, Music, Dance) K-12

	All Grades	Art K-9	Aesthetic Education	Grades 10 to 12
Phase I	*Formulate Native Cultural Arts philosophy as an aspect of aesthetic education ● Involvement in Departmental planning process ■	*Develop schema and conceptual structure for K-9 Native Art Heritage ●	*Develop schema for Native-oriented lessons for overall Aesthetic Education program ●	
Phase II		*Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage Develop support materials ▲	*Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage *Develop support materials ▲	
Phase III		*Field test and pilot, plan inservice ▲	*Field test and pilot, plan inservice ▲	Examine Aesthetic Education for Division IV *Needs Assessment ▲
Phase IV		*Implement units with inservice ▲	*Implement units with inservice ▲	*Produce units, lessons and courses (if needed) in Native cultural arts for Division IV *Create teacher inservice to introduce 10-12 Native arts, music and dance units/lessons/courses *Pilot ▲
Phase V		*Monitor and maintain ▲	*Monitor and maintain ▲	*Implement 10-12 Cultural Arts *Conduct Inservice workshops Identify support services and personnel ▲

■ Completed ● In Progress ▲ Planned

The *Five Year Action Plan for Native Curriculum Development* recommended Indian and Metis representation on the Aesthetic Education development team to ensure integration of Indian and Metis content.

The Indian and Metis Curriculum Advisory Committee formed an Aesthetic Education sub-committee. This sub-committee put forth guidelines for development as follows:

- a nucleus team comprised of individuals involved in the Indian and Metis arts be established to develop content for integration;
- curriculum development should focus on the arts of Canadian Indian and Metis peoples;
- Indian and Metis content should occur throughout the curriculum and not be limited to the heritage component; and,
- Indian and Metis curriculum development should involve both current teacher development sites and new sites where teachers show particular interest in Indian and Metis content.

A base line data collection of research and curriculum projects in the area of Indian and Metis Arts has been developed.

A mutually acceptable strategy for involvement of the Indian and Metis Curriculum Advisory Committee in the work of the Aesthetic Education project team has yet to be developed. A formal presentation has been made to the committee by Aesthetic Education developers. A representative from the Indian and Metis Curriculum Development Team has also visited a development site to view the process first hand.

NORTHERN MATERIALS DEVELOPMENT

In response to the need for materials relevant to Northern Saskatchewan, two projects are in progress.

The Northern Education Unit continues to develop print, slide and video materials.

The second project involves production of a bibliography listing the Northern Education Unit's materials and other appropriate resources. This Northern materials annotated bibliography is nearing completion.

The Indian and Metis Curriculum Advisory Committee established a sub-committee to monitor and set direction for the bibliography project. Prior to inclusion in the bibliography, all materials will be evaluated (in the north and south), summarized and categorized according to grade and subject area.

The sub-committee also expressed concerns about:

- the need to continue developing materials relevant to the North;
- the lack of budgets to publish materials;
- difficulties with distribution and implementation because of geographical distances;
- the absence of a Northern clearinghouse or book bureau; and,
- the need to integrate Northern materials into all subject areas.

It is hoped the project's cycle will repeat itself in an effort to continue to provide relevant and accurate northern materials for all Saskatchewan students.

NORTHERN EDUCATION

The Northern Education Unit has representation on both the Indian and Metis Curriculum Advisory Committee and the Indian and Metis Curriculum Development Team. In addition to these responsibilities, the Northern Curriculum Development Section of the Northern Education Unit provides support services to northern school divisions, the Northern Teacher Education Program (NORTEP) and for materials development.

The Northern Education Unit representative has undertaken several activities at the direction of the committee. The main focus of this involvement is to ensure inclusion of relevant Northern-oriented materials in all subject areas. Materials are presently being assessed in Social Studies, Health-Lifestyles and Language Arts. These materials will comprise most of the Northern materials annotated bibliography.

INDIAN LANGUAGES DEVELOPMENT

In the 1984-1985 school year, curriculum development activity in Indian Languages centred around projects funded by the Indian and Metis Education Development Program (IMED).

The Indian Languages Institute of the Federation of Saskatchewan Indian Nations has been contacted and it is hoped the Institute will play a vital role in the development of a provincial Indian Languages program. The Indian Languages Retention Committee has also been approached and asked to play a key role in Indian Languages development.

NATIVE STUDIES DEVELOPMENT

The Indian and Metis Curriculum Advisory Committee formed a Native Studies sub-committee. Its recommendations include:

- Native Studies should be perceived as a distinct academic discipline embodying unique modes of enquiry;
- content of Native Studies should be drawn from a range of academic disciplines. The curriculum should cover issues that affect Indian and Metis peoples as well as those of the larger society;
- Native Studies courses should appeal to the interests of Native and non-Native students alike;
- Native Studies should be offered as an elective independently of social studies in most instances. However, in certain locations, provisions should be made for Native Studies to be a substitute for social studies;
- appropriate instructional materials must be made available to accompany the courses;
- the grades 10 to 12 Native Studies curriculum should not just repeat topics dealing with Indian and Metis peoples which are taught in earlier grades; and,

The Committee also developed objectives for Native Studies courses as follows:

- to help individuals clarify their cultural identities and function effectively within their own communities;
- to help individuals develop a sensitivity to, and an understanding of, other cultural groups and to function effectively within them;
- to provide increased awareness of the Indian nations who have provided Canada's first cultures;
- to stress Indian philosophy underlining the importance of land, culture and ideals which could help foster respect for the environment;
- to encourage Indian and non-Indian students alike to better appreciate the contributions made by Indian people to the development of Canada and contemporary Canadian society. This can be achieved by:
  - having non-Indian students obtain a positive attitude toward their Indian peers through a knowledge of the contributions made by Indian people to Canada; and,
  - having Indian students obtain positive self-identity through a knowledge of the greatness of their own history and culture.
- to develop an appreciation of current issues and their historical basis which affect Native people and their position in Canadian society by developing an understanding of concepts such as aboriginal rights, land claims, treaties, legal distinction and the Indian Act.
- to provide students with opportunities to acquire and apply skills of analysis, synthesis, organization, interpretation and evaluation and those skills which are grounded in the Indian world view.

DEVELOPMENT PROJECTS

Native Curriculum/Materials Development Projects

	Project 1	Project 2	Project 3	Project 4	Project 5
Phase I	Develop *Handbook for Teachers of Native Children* ▲	Provide support and assistance for locally developed courses and materials ●	Develop *Bias Free Materials* pamphlet Implement and plan inservice for pamphlet ■	Develop and field test general inservice package for teacher sensitization toward Native people and Native issues ■	Research and develop 1885 materials with Divisions I-IV Social Studies focus ■
Phase II	Pilot Handbook with preliminary inservice package ▲	Refine locally developed materials for publication where appropriate ▲	Monitor implementation and maintain inservice ●	Implement inservice package ■	Field test and pilot 1885 materials ■
Phase III	Publish and distribute *Handbook for Teachers of Native Children* Implement with inservice ▲			Maintain inservice package and adapt as necessary to meet teacher needs ●	Implement and plan inservice for 1885 materials ●
Phase IV	Monitor implementation and maintain inservice ▲				Monitor use of materials ●
Phase V					

■Completed ●In Progress ▲Planned

Native Curriculum/Materials Development Projects

Project 6	Project 7	Project 8	Project 9	Project 10	Project 11
Develop Photo History — *Indian/Native Lifestyles* and Teacher's Manual for Division I integrated studies Field test and pilot ●	Develop Native Writers' Workshop manuscripts for Divisions II & III supplementary readers Field test Develop Teacher's Guidebook ■		Develop Native Studies 10 Field test ●		
Implement and plan inservice Develop *Photo History* in alternate form for Divisions II-IV ●	Pilot stories and guidebook ■ Implement and plan inservice ●	Revise *Dakota Documents* for use in Division IV Social Studies ■	Develop Native Studies 20, Field test Pilot Native Studies 10 ●	Produce northern oriented resource materials Field test and pilot ●	Organize Dene (Chipewyan) materials ●
Develop Teacher's Cross-Reference Guides for Divisions II-IV Social Studies Field test and pilot ▲	Monitor and maintain ▲	Develop units of study based on *Dakota Documents* field test and pilot ●	Develop Native Studies 30, field test Pilot Native Studies 20 Implement Native Studies 10 and plan inservice ●	Integrate northern oriented materials into appropriate courses ●	Develop units of study about Dene (Chipewyan) People ▲
Implement and plan inservice ▲		Integrate units into appropriate courses Implement and plan inservice ▲	Pilot Native Studies 30 Implement Native Studies 20 and plan inservice Monitor and maintain Native Studies 10 ▲		Field test and pilot materials and units ▲
Monitor and maintain ▲		Monitor and maintain ▲	Implement Native Studies 30 and plan inservice Monitor and maintain Native Studies 10, 20 ▲		Integrate materials and units in appropriate courses ▲

■Completed ●In Progress ▲Planned

TALES OF WESAKECHAK

The Community Education Branch of Saskatchewan Education undertook a joint project with the Instructional Resources Branch, Saskatchewan Native Communications and the Canadian Broadcasting Corporation to develop instructional materials based on Cree legends.

This development culminated in an animated television series entitled, "Tales of Wesakechak" which includes a companion teacher's activity guide and a poster. "Tales of Wesakechak" won an award of merit at the annual Association for Media and Technology in Education in Canada (AMTEC) Festival in Calgary in June, 1985.

ACHIMOONA

Achimoona is an anthology of contemporary short stories written at the Native Writer's Workshop in 1983. The book is edited by Maria Campbell and contains stories by Saskatchewan Indian and Metis authors.

The Indian and Metis Curriculum Development Team and a team of teachers and consultants developed a teacher's manual to accompany the stories. Both publications will be available in October, 1985.

METIS DEVELOPMENT AND THE CANADIAN WEST

The Gabriel Dumont Institute and the Community Education Branch are jointly developing a history module to support the Social Studies program. This module is aimed at grade 10 to 12 students and will contribute to a fuller understanding of Metis contributions to the development of Western Canada. It will also support the inquiry approach as an effective instructional strategy.

THE FLOWER BEADWORK PEOPLE

In commemoration of 1885, the Indian and Metis Curriculum Development Team has developed a curriculum package entitled "The Flower Beadwork People." This package is comprised of two children's books "The Flower Beadwork People" and "People, Places and Stories of the Metis", an audio tape narration, a poster and a teacher's guide.

SASKATCHEWAN INDIANS AND THE RESISTANCE OF 1885: TWO CASE STUDIES

The Saskatchewan Indian Federated College and the Community Education Branch are co-developing a book for grades 10 to 12 which will examine the events of 1885 from the Indian perspective. Teaching suggestions and primary documents are being incorporated throughout. Two case studies of Big Bear and Poundmaker provide a vehicle for examination and discussion of Indian involvement in the conflict of 1885. Much of the materials will be based on oral histories collected for this project.

The curriculum materials development projects were developed under the direction of the Indian and Metis Curriculum Advisory Committee and in accordance with *The Five Year Action Plan for Native Curriculum Development.*

INDIAN AND METIS AWARENESS INSERVICE PROGRAM

The Indian and Metis Awareness Inservice Program is a province-wide program co-ordinated jointly by the Indian and Metis Curriculum Advisory Committee, the Indian and Metis Curriculum Development Team and the regional co-ordinators of curriculum.

The inservice program is designed to meet recommendations of the *Five Year Action Plan* as follows:

- all students and teachers in provincial schools should develop an appreciation of both the current political, cultural and socio-economic situation as well as the long, varied and unique history of the Native peoples on this continent;
- teachers should be sensitized to Native and Northern issues and curricular materials and programs should be relevant to Native and Northern students;
- school curriculum and educational institutions should transmit positive and accurate information to aid Native students in developing a positive self-image and cultural identity, so they may better learn to deal with their own reality.

In the 1984-1985 school year, approximately 85 leaders were trained through the Indian and Metis Awareness Inservice Program. These leaders were nominated for their leadership abilities in Indian and Metis education. Following training, these leaders conducted approximately 25 workshops throughout Saskatchewan involving at least 250 participants. The topics below were covered during the workshops.

- Who are Indian and Metis people?
- The history of Indian and Metis education.
- The current status of Indian and Metis education.
- Indian philosophy and world view.
- Accommodating cultural differences in the classroom.
- Beyond Bias: Informational Guidelines for Reducing Negative Bias in Instructional Materials.
- Assessing the school environment.

School and school division administrators also participated in training sessions.

A second series of workshops will be developed and provided to the leaders involved in the first workshops. These sessions will include discussion of cross-cultural methodologies and teaching strategies.

WORKPLANS FOR 1985 — 1986

Developmental work will continue and expand in the following areas:

1. **Social Studies:** Full participation in piloting and developing the new Social Studies curriculum and support materials. In addition to work in grades 7, 8 and 9, grade 6 and 10 courses will also be examined.
2. **Language Arts:** The research phase of the assessment project will be completed in 1985. Recommendations on methods to be used and the areas to be assessed will then be made. Decisions on the assessment process will be made in the fall of 1985 and will include Indian and Metis representation.
3. **Native Studies:** Based on the objectives and guidelines developed by the Indian and Metis Curriculum Advisory Committee, Native Studies courses for grades 10, 11 and 12 will be developed with some field-testing expected in 1985-86. These courses should be ready for extensive piloting in the fall of 1986.
4. **Aesthetic Education:** Development of Aesthetic Education will begin in the 1985-86 school year.
5. **Inservice:** The Indian and Metis Awareness package will continue to be evaluated and revised. A new "Accommodating Cultural Differences in the Classroom" component will be written. A support package of recommended materials for use by those presenting the inservice package will be prepared in the fall of 1985. Other revisions should be minor, comprising the addition of resources and research articles.

   Development will also begin on the second phase of the inservice package.

   In addition, the Indian and Metis Curriculum Development Team will assist with preparation of inservice packages to support introduction of the new Social Studies curriculum and the Health and Lifestyles curriculum.

6. **Health and Lifestyles:** The Indian and Metis Curriculum Development Team will continue to have input into stages of the development and implementation of the curriculum for grades 7 to 9. The team and advisory committee will also be involved in planning for other grades development and implementation of curricula as they are developed.
7. **Northern Materials:** The materials collected and which have received preliminary screening will be field tested in various northern and southern sites. The annotated bibliography will be developed based on field test results. Target date for completion is December, 1985.
8. **Indian Languages:** Development of Indian Languages programs will be limited to local projects funded from sources other than Indian and Metis curriculum development funds. However, the committee will:
   a) liaise with the Indian Languages Retention Committee and the Federation of Saskatchewan Indian Nations;
   b) consider types of programs that should be developed (bilingual, immersion, second-language, oral based, etc);
   c) discuss scope and sequence of such programs;
   d) identify which languages to concentrate on in first developments; and,
   e) outline the relationship of Indian languages program development to the development of English Language Arts programs, English as a Second Language/Dialect programs and other curriculum development such as Native Studies.
9. **Supplemental Materials:** Distribution of materials developed and described elsewhere in this report will begin in the fall, 1985.

INDIAN AND METIS CURRICULUM ADVISORY COMMITTEE MEMBERS 1984-1985

Mr. Larry Ahenakew
Indian and Native Education Council
Box 480
LA RONGE, Saskatchewan
S0J 1L0

Ms. Gail Bear
Saskatchewan Indian Cultural College
Box 3085
SASKATOON, Saskatchewan
S7K 3S9

Ms. Rita Bouvier
Saskatchewan Urban Native Teacher Education Program
409 - 224 - 4th Avenue
SASKATOON, Saskatchewan
S7K 5M5

Mr. Earl Cook
Northern Teacher Education Program
Box 887
LA RONGE, Saskatchewan
S0J 1L0

Ms. Lois Dalby
Saskatchewan Education
Northern Education Development Unit
Box 5000
LA RONGE, Saskatchewan
S0J 1L0

Federation of Saskatchewan Indian Nations
Saskatchewan Indian Education Commission
310 - 20th Street East
SASKATOON, Saskatchewan
S7K 0A7

Mr. Joe Gallagher
Saskatoon Survival School
1237 McNaughton Avenue
SASKATOON, Saskatchewan
S7M 3X6

Mr. Keith Goulet
Gabriel Dumont Institute
121 Broadway Avenue
REGINA, Saskatchewan
S4N 0Z6

Dr. Cecil King
Indian and Northern Education Program
Room 3023, Education Building
University of Saskatchewan
SASKATOON, Saskatchewan
S7N 0W0

Mr. Harry Lafond
Indian and Native Education Council
Box 82
MARCELIN, Saskatchewan
S0J 1R0

Mr. Craig Melvin
Saskatchewan School Trustees' Association
400 - 2222 13th Avenue
REGINA, Saskatchewan
S4P 3M7

Mr. Calvin Racette
Gabriel Dumont Institute
121 Broadway Avenue
REGINA, Saskatchewan
S4N 0Z6

Mr. Con Romuld
Saskatchewan Education
2220 College Avenue
REGINA, Saskatchewan
S4P 3V7

Saskatchewan Indian Languages Program
310-20th Street East
SASKATOON, Saskatchewan
S7K 0A7

Mr. Harold Schultz
Saskatchewan Teachers' Federation
2317 Arlington Avenue
SASKATOON, Saskatchewan
S7J 2H8

Ms. Verna St. Denis
Saskatchewan Urban Native Teacher Education Program
121 Broadway Avenue
REGINA, Saskatchewan
S4N 0Z6

Mr. Blair Stonechild
Saskatchewan Indian Federated College
College West 127
University of Regina
REGINA, Saskatchewan
S4S 0A2

Mr. Roger Trottier
Indian Teacher Education Program
College of Education
University of Saskatchewan
SASKATOON, Saskatchewan
S7N 0W0

Mr. Adolf Volk
League of Educational Administrators, Directors and Superintendents
2160 Cameron Street
REGINA, Saskatchewan
S4T 2V6

Ms. Myrna Yuzicapi
Saskatchewan Education
919 Broadway Avenue
SASKATOON, Saskatchewan
S7N 5M5

The Indian and Metis Curriculum Advisory Committee is committed to continued input into the development of Indian and Metis curricula for Saskatchewan school children. The committee will continue to guide the work of the Indian and Metis Curriculum Development Team in 1985-1986.

Any one interested in contacting the committee may do so by writing:

Mr. Earl Cook
Chairperson
Indian and Metis Curriculum Advisory Committee
c/o Northern Teacher Education Pogram (NORTEP)
Box 887
La Ronge, Saskatchewan
S0J 1L0